

Lesson 18. Crime Prevention for People with Disabilities

Lesson Purpose

To provide an overview of crime prevention strategies of particular relevance for people with disabilities.

Learning Objectives

Participants will be able to:

- Describe general strategies to reduce the risk of crime.
- Identify specific strategies for reducing the risk of crime at home and while out.
- List key resources for assisting people with disabilities.

Materials

Presentation: Crime Prevention for People with Disabilities

Handout(s): *"Crime Prevention Tips for the Disabled,"* and *"Crime Prevention for People with Disabilities"* (optional)

Supplement: *"Street Sense: It's Common Sense,"* from the National Crime Prevention Council. Download at www.ncpc.org/
Display newspaper or magazine articles on crimes or tips for personal safety for persons with disabilities.

Related Resources

National Crime Prevention Council, www.ncpc.org

Equal Employment Opportunity Commission, www.eeoc.gov
800-669-3362 or 800-800-3302 TDD

U.S. Department of Justice, Officer of Victim Services, www.doj.gov/ovs/

Lesson Plan

Time	Main Points	Slide
Introduction		
5 min.	Disabled persons face many physical challenges. This can potentially make them more vulnerable to would-be assailants who assume the disabled are incapable of protecting themselves. There are a number of things that can be done to prevent those with disabilities from becoming victims of crime.	1 - 2
	Briefly describe a local crime against a person with a disability.	
	Today, we'll look at some general strategies to reduce the risk of crime and talk about some specific strategies while at home and while out and about.	2
	Distribute handout: <i>"Crime Prevention Tips for the Disabled"</i>	

Time	Main Points	Slide
Presentation		
4 min.	In general, <ul style="list-style-type: none"> Stay alert and tuned-in to your surroundings. Send a message that you're calm, confident and know where you're going. Be realistic about your limitations. Avoid places or situations that put you at risk. Know the neighborhood where you live and work – check out the locations of police and fire stations, public telephones, hospitals, restaurants, or stores that are open and accessible. Avoid establishing predictable activity patterns. 	3
4 min.	At Home <ul style="list-style-type: none"> Put good locks on all your doors. Install peepholes on front and back doors – at your eye level if you use a wheelchair. Get to know your neighbors. If you have difficulty speaking, have a friend record a message – giving your name, address, and type of disability – to use during emergencies. Ask your police department to conduct a free home security survey to help identify your individual needs. 	4
5 min.	Out and About <ul style="list-style-type: none"> If possible, go with a friend. Stick to well-lighted, well-traveled streets. Let someone know where you are going, and when you expect to return. Carry a purse close to your body. If you use a wheelchair, keep your purse or wallet tucked snugly between you and the inside of the chair. 	5
	<ul style="list-style-type: none"> If you use a knapsack, make sure it is securely shut. Always carry your medical information in case of an emergency. Consider keeping a cellular phone or installing a CB radio in your vehicle. 	6
2 min.	On Public Transportation <ul style="list-style-type: none"> Use well-lighted, busy stops. Stay near other passengers. Stay alert. Don't doze or daydream. If someone harasses you, make a loud noise or say "Leave me alone." 	7
2 min.	Take a Stand! <ul style="list-style-type: none"> Join, or help organize, a Neighborhood Watch group. Make sure their meetings are accessible to people with disabilities. Work with local law enforcement to improve responses to all victims or witnesses of crime. 	8

Time	Main Points	Slide
	<ul style="list-style-type: none"> ▪ Role-play how people with disabilities can handle threatening situations. ▪ Work with a rehabilitation center or advocacy group to offer a presentation to schools and other community organizations on the needs and concerns of individuals with disabilities. 	9
2 min.	Summarizing (briefly highlight each area) <ul style="list-style-type: none"> ▪ General precautions. ▪ At home. ▪ While out and about. ▪ On public transportation 	10
Practice/feedback		
12 min.	<p>Have participants review the list of strategies for personal safety in their handout. Ask them to place a checkmark (✓) beside the things they now do and to place an asterisk (*) beside the things that they need to begin to do.</p> <p>Give participants 5 to 7 minutes to complete this review. The instructor should circulate among the participants during this time. Conclude the activity by asking 2 or 3 volunteer participants to share what they learned from the review. The instructor should reinforce prevention strategies and key learning points.</p>	11
Evaluation		
10 min.	Set-up <p>We have a few minutes for questions and additional discussion. While we're doing that, we have a brief evaluation form we'd like for you to complete and leave with us. Your name is not required, but your feedback is very important. It will help us improve our presentation and program.</p> <p>Distribute evaluation forms and ask for questions or additional comments on what has been presented.</p> <p>Promote group discussion by encouraging audience members to help respond to questions. Use questions as an opportunity to clarify and reinforce key learning objectives.</p> Wrap-up <ul style="list-style-type: none"> ▪ Thank the audience for their attention and participation. ▪ Express appreciation to the sponsoring organization for the opportunity to speak. ▪ Remind them to leave evaluation forms. 	12

18. Crime Prevention for People with Disabilities

Please tell us what you think about this lesson by circling the numbers that most closely reflect your opinions.

After this lesson . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
a) I now can identify general strategies to reduce the risk of crime against persons with disabilities.	1	2	3	4
b) I know more strategies for reducing the risk of crime at home.	1	2	3	4
c) I know more strategies for reducing the risk of crime while out and about.	1	2	3	4
d) I know more about resources for assisting people with disabilities.	1	2	3	4
About this lesson . . .				
e) The information presented was valuable.	1	2	3	4
f) The lesson was presented in a clear and understandable manner.	1	2	3	4
g) Lesson activities and discussion were helpful.	1	2	3	4
h) I would recommend this lesson to others.	1	2	3	4

What was the most valuable thing you learned?

Please give one example of how you plan to use the information presented in this lesson.

How could this lesson be improved?

